

Capstone Step 2

Project Proposal Rubric

Learning Objective

Your student creates a proposal for their Capstone Project

Notes And Things to Keep In Mind

- This capstone project is open-ended, and as such, many elements of it are subjective. This rubric is intended as a guide to help you evaluate your student's work and the conversations that you have with them. There is no "right way" to complete a capstone project, we want to give students the freedom to explore and create.
- Because students come from many different backgrounds, the final products can vary tremendously in their "shiny-ness." Someone with a strong background in design will create a more polished UI than someone who is new to programming. This is an engineering course, not a design course, so as long as the student shows their understanding of web development fundamentals then consider the project a success.
- For the second phase of the project, your student should come to you with a fully fleshed out idea and plan of attack. You should have already given the student feedback around their project ideas. Now, they should return a structured and comprehensive proposal. It should answer ALL QUESTIONS asked in the project documentation, [linked here](#). If it does not, please ask your student to redo the proposal. If it answers all questions, and you are satisfied that the student has chosen something that will be challenging yet completable in the specified time range, then give your student permission to continue with the project. It is ultimately up to you to serve as the gatekeeper for the project proposal, so if you have any strong instinct that students should redo an element on the proposal, communicate this to them.
- Once you've seen the proposal, you can use it as a jumping off point for conversations. How does the student plan on implementing their database schema? Do you have any advice for them? Does their target audience seem reasonable, can they use their demographic to inform their user flow? Does the project have more functionality than CRUD? Are their stretch goals overly ambitious or too simple?

What can they do to refine them? These are only an example of the types of conversations you can have with your mentee around this proposal.

Criteria	Meets Expectation
Completion	<ul style="list-style-type: none">• Student submits a 1-2 page proposal for their project that answers all of the questions found here• You believe this project can be completed in roughly 45-65 hours. That is to say, the proposal is not so simple that the student will be able to blow through it in 20-30 hours. And it is not so complex that it will take the student 80-100 hours. Although this can be difficult to precisely estimate, trust your gut
Process & Understanding	<p>The student has a clear idea of what the “goal” of their website is</p> <ul style="list-style-type: none">• They know their target demographic• They have a clear idea of their data source, or at least what kind of data they want to use• They understand roughly: what their database schema looks like, what issues might arise from working with their API, which information they need to secure, what functionality their app will have, the user flow, and stretch features that make their site more than CRUD.• For the above questions, ensure that the student actually answers every point. If they do not have a sufficient answer, then discuss your objection with them and ask them to redo that section of the proposal. Students can only proceed with the project after you have approved them.
Presentation	<ul style="list-style-type: none">• Your student will go over their proposal with you. Talk over potential issues that may arise, and give them guidance on how to tackle areas that might intimidate them. If there are any severe

	weaknesses or missing areas of information in the proposal, ask your student to do it again.
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